

IMPROVING VOCABULARY MASTERY OF THE SEVENTH GRADE STUDENTS THROUGH PUPPET

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ABSTRACT

The objective of this research is to find out whether the use of puppet medium can improve the seventh grade students' vocabulary mastery at SMP Negeri 19 Palu or not. This research employed quasi-experimental design. In selecting the sample, the researcher used purposive sampling technique. The population of this research is the seventh grade of SMP Negeri 19 Palu and the number of students are 89. The research sample is VII A which consists of 20 students. The data were collected by using pre-test and post-test. The pre-test is used to measure students' vocabulary mastery before the treatment and the post-test is used to measure students' vocabulary mastery after giving the treatment. The result of the data analysis shows that the mean score of students in experimental group is improved from 36.8 to 81.2, while the mean score of students in control group is improved from 37.4 to 45.5. Then, the researcher found that the t_{counted} value (12.4) is higher than the t_{table} value (1.874). It means that the hypothesis of this research is accepted. In conclusion, puppet medium is effective to improve students' vocabulary mastery of the seventh grade students at SMP Negeri 19 Palu.

Keywords: Improving, Puppet Medium, Vocabulary Mastery

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan media puppet dapat meningkatkan penguasaan kosakata siswa kelas tujuh di SMP Negeri 19 Palu. Penelitian ini menggunakan desain quasi eksperimental. Dalam pemilihan sampel, peneliti menggunakan teknik purposive sampling. Populasi dalam penelitian ini adalah siswa kelas VII SMP negeri 19 palu dan berjumlah 89 siswa. Sampel dalam penelitian ini adalah kelas VII A yang terdiri dari 20 siswa. Data yang dikumpulkan menggunakan pra-tes dan pasca-tes. Pra-tes digunakan untuk mengukur penguasaan kosakata siswa sebelum dilakukan treatment dan pasca-tes digunakan untuk mengukur penguasaan kosakata siswa setelah dilakukan treatment. Hasil dari analisis data menunjukkan nilai rata-rata siswa di kelas eksperimental meningkat dari 36.8 menjadi 81.2, sedangkan nilai rata-rata siswa di kelas kontrol meningkat dari 37.4 menjadi 45.5. Lalu peneliti menemukan bahwa nilai t_{hitung} (12.4) lebih tinggi dari nilai t_{tabel} (1.874), hal tersebut menandakan bahwa hipotesa dari penelitian ini dapat diterima. Kesimpulannya, media puppet efektif digunakan untuk meningkatkan penguasaan kosa kata siwa di SMP Negeri 19 Palu.

Kata Kunci: Meningkatkan, Media Puppet, Penguasaan kosakata

INTRODUCTION

The use of English especially in spoken form must be related to the components of language which are grammar, pronunciation, and vocabulary, because by knowing well those three components, it can help people construct a good sentence, utter a real meaning in communication, and build a good speech with varieties of word choice. For example, to make the communication run interestingly, we have to master the vocabulary as word choice. It is important to avoid unattractive speech during the communication when we can save many words in our minds.

Vocabulary is one of the language components which enable people understand the language. It has important role which is related to language skills. Davis (1986: 36) states, "Vocabulary is a total number of lists of words with their meanings which plays a very important role in developing the four language skills." It means that the four language skills will be improved by having good vocabulary. In addition, Napa (1991: 10) defines:

The fact that vocabulary is one of the language components and that no language exist without words, words are signs or symbols for ideas. The more words we learn the more ideas we would have so we can communicate the ideas more efficiencies.

Based on the statement, it is clear that vocabulary is one of the components of language which is very important in language teaching learning, so it must be taught to the students. The students have to know English vocabulary items. They can express their thoughts, feelings, or desires in their communication if they have stock of vocabularies. They are not able to express their ideas easily if they are lack of vocabulary. Vocabulary is very significant to support students' ability to use English both oral and written form. It is very important for the students to master the vocabulary in order to help them to construct sentences and to support the communication process. Mastering vocabulary is very important for the students who learn English. That is why everybody who learn English or certain language should know the words. The mastery of vocabulary can support them in speaking when they communicate to each others, can write and translate the meaning of the words when they study English. If they do not know the meaning of words, they will not be able to speak, write, and translate anything.

Nowadays, students in junior high school are expected to be able to use English written and spoken productively and receptively. In learning a language, there are two kinds of language skills; productive skills and receptive skills as stated in English curriculum of Kurikulum Tingkat Satuan Pendidikan (KTSP) of junior high school (2006: 09):

Dalam belajar bahasa, orang mengenal keterampilan reseptif dan keterampilan produktif. Keterampilan reseptif meliputi keterampilan menyimak (*listening*) dan keterampilan membaca (*reading*), sedangkan keterampilan produktif meliputi keterampilan berbicara (*speaking*) dan keterampilan menulis (*writing*). Baik keterampilan reseptif maupun keterampilan produktif perlu dikembangkan dalam proses pembelajaran bahasa Inggris. Agar dapat menguasai keterampilan tersebut di atas dengan baik, siswa perlu dibekali dengan unsur-unsur bahasa, misalnya kosakata. Penguasaan kosakata hanya merupakan salah satu unsur yang diperlukan dalam penguasaan keterampilan berbahasa.

Related to the statement above, vocabulary is very essential to improve four language skills which are very useful in conducting communication and studying English. By having or knowing sufficient stock of words, students will be easier to communicate and to choose what words they are going to use appropriately in learning English.

In line with paragraph above, the researcher focus on vocabulary because when he conducted preliminary observation at SMP Negeri 19 Palu he found problems. The problems comes from the students. At this school, most of the students have problems on vocabulary. They did not know how to use, how to spell, how to pronounce, and how to identify some of English words which have already taught by the teacher and they also lacked vocabulary especially in noun and adjective, it was proven by getting information from the teacher and the observation. Additionally, they always learn depending on a dictionary during the learning process. For example, when the teacher wants to begin the teaching learning process, she always gives the review to her students by asking the material that has been taught especially about vocabulary. After the teacher asks to the students for example: *describing animals*, they just remain silent and easily forget the words that have been taught. Thus, based on the result of his preliminary observation, the researcher tries to solve the problems and find a way that will be fun and enjoyable for the students.

The way of teaching vocabulary to the young learners is not the same as teaching vocabulary to the adult learners. They have different motivation and characteristic. It will be more difficult when the teacher cannot motivate young learners intensively. Through motivation from the teacher, it will improve students' interest to learn better, so their interest in learning will be same as their interest in playing. Teaching English to the children, in this case junior high school students should be different from teaching adults. Children easily got bored and easily lost their interest in learning something. That is why the researcher uses an interesting medium which makes the students find motivation in

learning English especially vocabulary, makes them enjoy and feel fun during the teaching learning process.

To find out the best technique or media for teaching young learners need an intensive analysis, especially for the teacher. They should create alternative of technique or media to teach young learners in order to make them interested to what they are going to learn and avoid boredom. The researcher thinks that puppet is an appropriate media that can be used to improve students' vocabulary mastery because media such as puppets, cartoon films, tape recorder, radio, television, and computer are useful to achieve the instructional goals of teaching and learning process, and it will be easy to find them around us. Having understood that young learners pay short attention and concentration in learning process, it is better to provide something playful to them.

A creative teacher usually uses a tool or media in delivering material while teaching. The teacher believes that it is better to use an appropriate medium to attract the students' attention and make them easily understand about the material. There are some kinds of media such as: television, radio, newspaper, picture, video, toys, doll, etc. Doll belongs to puppet that to enrich students' imagination and it will make students interested to study in the classroom. Reyhmer (1997: 339) states "Puppet is a doll with a hollow head a person or animal and cloth body, intended to fit over the hand be manipulated with the fingers". While Reidmiller (2010: 11) defines "puppet is inanimate object or representational figure, often in the figure of human or animal, manipulated by a puppeteer." From the definition, it can be concluded that puppet is a small figure of objects such as animals, person, or things that is interesting, colorful and can be operated by someone. By using this media teachers are expected to make students interested in learning vocabulary. In this research, the researcher applied on of the types of puppets, that is finger puppet.

The use of puppets can encourage and support students' participation in many language activities. Based on Mahoney (1998: 72) in Nilawati (2009: 19), "The purposes of teaching English by using puppets are (a) to develop students' imagination and creativity, (b) to provide opportunities for students to share oral interpretations, and (c) to provide a supportive environment for experimenting with voice and language." In other words, Puppet media can help teacher to give students motivation and to make them interest to the material in the classroom. By using puppet teacher must be creatively to explain the material. It can make the material more enjoyable oin teaching learning process.

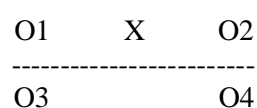
All of junior high school students are interested in fun and colorful media to motivate them to be more active in the classroom. Then, puppet as colorful and funny things can help

them easy to understand the material given by the teacher. There are some advantages using puppet in teaching vocabulary. First, the students might have a high interest in following the teaching learning process. Most young learners are interested in some teaching aids, such as games and puppets. Second, the students might be motivated to be active in the classroom and it can be easier to ask students to give responses and opinion. Third, it is easy to understand, memorize, remember vocabulary and could avoid misunderstanding, because the students see the object directly. Fifth, students become more active in the classroom. Last, puppets give students motivation in teaching learning process.

Using puppet as an alternative medium of teaching young learners can be considered as the best way to attract students' interest and motivation. The researcher is interested in using puppet media in order to improve students' vocabulary mastery. By using this media, it is expected that the students can enjoy, more fun, and easily memorize the words in teaching and learning process. Thus, in this research, the researcher used puppet media to improve students' vocabulary mastery of junior high school students at SMP Negeri 19 Palu.

RESEARCH METHOD

In conducting this research, the researcher applied quasi-experimental research design specifically non-equivalent control group design. This research design has two classes called experimental and control groups which are not randomly selected. Both of them received the same pre-test and post-test but the difference between those two groups was in the treatment which was given by the researcher. In experimental group, the researcher administered her treatment in using puppet media to improve students' vocabulary mastery. Meanwhile the control group still uses a conventional teaching method. On the other hand, the conventional teaching method means curriculum-based-method which does not use any alternative method such as a medium which is puppet or does not receive treatment like the experimental group got. Then, either experimental or control group were compared in order to show their ability in pronouncing the words. The design of this research was purposed by Cohen, Manion, Morisson (2005:214) who draw the design of the research as follows:



Where:

O1: pre-test of experimental group

O2: post-test of experimental group

O3: pre-test of control group

O4: post-test of control group

X: treatment of experimental group

-----: there was no random of subject

The population in the research is the seventh grade students of SMP 19 Palu. It consisted of four classes. The details of the total students can be seen in the table 1.

Table 1 Distribution of Population

No.	Class	The Numbers of Students
1	VIII A	20
2	VIII B	20
3	VIII C	24
4	VIII D	25
Total		89

In conducting this research, the variable of this research is divided into two which are independent variable and dependent variable. The independent variable of this research refers to the use of puppet medium and the dependent variable of this research is vocabulary mastery of the seventh grade students at SMP Negeri 19 Palu.

In gaining the whole data of this research, the researcher used test as the instrument in collecting data. There were two tests administered for the experimental group and the control group in this research. Those are pre-test and post-test. The scoring system of the test is presented in the following table:

Table 2 Scoring System

No	Explanation	Score
1.	Correct answer	1
2.	Incorrect answer	0
3.	No answer	0

The pre-test is used to know the preliminary data about the students' vocabulary mastery before the treatment. While, post-test is adopted to know the achievement of the use of puppet in improving the students' vocabulary mastery after the treatment. The tests made by the researcher and the material of the tests were taken from the students' handbook, other related books, and internet about noun and and adjective.

FINDINGS

In collecting data, there were two kinds of test, pre-test and post-test. Both of experimental and control groups are tested. The researcher administered the pre-test before doing the treatment in order to find out the students' vocabulary mastery. Meanwhile, the post-test was given after doing the treatment in order to know the use of puppet which was applied during the treatment.

In addition, there are three types of test used in this research which are matching pictures, identifying, and jumble words. The test was used to score the students' vocabulary mastery. Each test consists of 10 numbers, and the students are scored 1 if they can answer the question correctly. Each test consists of 10 numbers, the maximum score of the test is 30.

Before giving the treatment, the researcher gave pre-test to the students in order to measure the students' vocabulary mastery. The pre-test was given to both of experimental and control groups. The researcher tested the students at the same day but it was given in different time. The result of pre-test is presented on table 3 and 4.

Table 3 The Pre-test Result of the Experimental Group

No	Initials	Kinds of test			Obtained score	Max Score	Standard Score
		MP	I	JW			
1	Fir	2	8	4	14	30	47
2	Nan	5	6	3	14	30	47
3	Tit	3	8	3	14	30	47
4	Mohr	4	5	4	13	30	43
5	Muha	4	6	3	13	30	43
6	Umm	2	5	6	13	30	43
7	War	3	7	3	13	30	43
8	Kha	3	6	3	12	30	40
9	Nas	3	5	4	12	30	40
10	Pup	3	6	3	12	30	40
11	Sul	2	9	1	12	30	40
12	Fer	1	7	3	11	30	37
13	Muht	4	5	2	11	30	37
14	Aan	0	7	3	10	30	33
15	Ams	2	6	1	9	30	30
16	Ani	2	5	2	9	30	30
17	Bau	3	4	2	9	30	30
18	Del	1	7	0	8	30	26
19	Riz	1	6	0	7	30	23
20	Muhd	0	2	3	5	30	17
Total		48	120	53	221	$\Sigma = 736$	

Based on table 3, it can be seen that the highest score of pre-test in experimental group is 47 and the lowest score is 17. The total standard score of the pre-test in the experimental group is 748. As the result, none of the students pass the test. Thus, most of students in this class got under the standard score ≤ 65 . It means that they had problems in vocabulary and their ability need to be improved. After knowing the students individual score, the researcher calculated the mean score. The total of standard score is 736. He found that the mean score of pre-test of experimental group is 36.8.

Then, the researcher analyzed the result of pre-test in control group. He computed the students' individual score and the mean score. As seen in table 4.

Table 4 ThePre-test Result of The Control Group							
Kinds of test							
No	Initials	MP	I	JW	Obtained score	Max Score	Standard Score
1	Fad	2	8	7	17	30	57
2	Ann	2	8	6	16	30	53
3	Umm	5	8	2	15	30	50
4	Nad	1	8	5	14	30	47
5	Dil	1	8	4	13	30	43
6	Mohs 1	4	7	2	13	30	43
7	Rin	5	6	2	13	30	43
8	Riz	2	8	3	13	30	43
9	Nurf	0	8	4	12	30	40
10	Rah	3	5	4	12	30	40
11	Den	4	5	2	11	30	37
12	Ash	2	4	4	10	30	33
13	Lind	2	4	4	10	30	33
14	Mohs 2	6	0	4	10	30	33
15	Adi	4	5	0	9	30	30
16	Nurs	3	3	3	9	30	30
17	Ibd	2	6	0	8	30	27
18	Ahm	1	6	0	7	30	23
19	Cit	2	3	2	7	30	23
20	Ris	2	3	1	6	30	20
Total		50	113	59	222	$\Sigma = 748$	

The table 4 is the result of the students' individual score of the pre-test in the control group. Based on the table 4 the highest score is 57 and the lowest score is 20. The total standard score of pre-test in the control group is 748. In the other hand, the researcher found that the mean score of pre-test in control group is 37.4.

At the end of the pre-test, the researcher concluded that the ability of the students in both experimental and control groups was almost equal by looking at the result that they had. It indicated that both groups were homogenous before they were being handled by the researcher. Then, after finishing the treatment for eight meetings, both experimental and control groups were given a post-test. The result of post-test is presented on table 5 and 6.

Table 5 The Post-test Result of the Experimental Group

No	Initials	Kinds of test			Obtained score	Max Score	Standard Score
		MP	I	JW			
1	Kha	10	10	10	30	30	100
2	Mohr	10	10	10	30	30	100
3	Tit	10	10	10	30	30	100
4	Nan	10	10	9	29	30	97
5	Nas	9	10	10	29	30	97
6	Muha	9	10	9	28	30	93
7	Muht	10	8	8	26	30	87
8	Sul	8	8	10	26	30	87
9	Ani	7	10	8	25	30	83
10	Fir	7	10	8	25	30	83
11	Umm	10	6	9	25	30	83
12	Bau	10	8	6	24	30	80
13	Fer	7	10	6	23	30	77
14	War	8	8	7	23	30	77
15	Muhd	7	9	5	21	30	70
16	Riz	9	8	4	21	30	70
17	Pup	10	2	8	20	30	67
18	Aan	4	10	4	18	30	60
19	Del	6	6	6	18	30	60
20	Ams	6	8	2	16	30	53
Total		166	171	149	486		$\Sigma = 1624$

The result on the table 5 shows that the highest score is 100, and the lowest score is 53. The total standard score of post-test in the control group is 1624. By looking at the table above, there are still three students who cannot pass the test or pass the standard score which is ≥ 65 . In other words, the students' score of 17 from 20 students get improved. Not all of the students got improved but most of the students can pass the test. Shortly, the medium which is puppet can help the students to improve their vocabulary mastery. After calculating the data, the researcher found that the mean score of experimental group is 81.20.

After having the mean score of experimental group, the researcher then analyzed the students' score in control group after counting the score of post-test in experimental group. The result can be seen on table 6.

Table 6 The Post-test Result of the control group

No	Initials	Kinds of test			Obtained score	Max Score	Standard Score
		MP	I	JW			
1	Dil	5	6	9	20	30	67
2	Umm	7	8	5	20	30	67
3	Fad	3	10	6	19	30	63
4	Rin	7	10	2	19	30	63
5	Ann	6	6	5	17	30	57
6	Nad	4	8	5	17	30	57
7	Nurf	3	10	3	16	30	53
8	Riz	5	8	3	16	30	53
9	Adi	5	5	4	14	30	47
10	Mohs 1	2	8	4	14	30	47
11	Den	4	4	5	13	30	43
12	Rah	3	6	4	13	30	43
13	Nurs	6	2	4	12	30	40
14	Ash	5	3	2	10	30	33
15	Lind	3	7	0	10	30	33
16	Mohs 2	4	2	4	10	30	33
17	Ahm	7	0	2	9	30	30
18	Ibd	1	8	0	9	30	30
19	Ris	4	3	2	9	30	30
20	Cit	5	1	2	8	30	27
Total		89	105	67	261		$\Sigma = 916$

Based on the table 6, it can be seen that the highest score of post-test in control group is 67, and the lowest one is 30. The total of standard score is 916. The researcher found that the mean score of control group is 45.5. Based on the data gained by the researcher, it is clear that the students' score in control group got improved but it is not as high as experimental group.

It can be seen in the scores gotten by the students in both groups. The highest score of post-test in experimental group is 100 and the lowest score is 53, while in control group, the highest score of post-test was 67, and 30 was the lowest score. Further, the mean score of experimental group is 81.2 from 36.8 in pre-test, and the mean score of the control group is 45.5 from 37.4 in pre-test. Consequently, the result showed that the use of puppet can improve the students' vocabulary mastery of the seventh grade students at SMP Negeri 19 Palu. It was proved by the students' scores of experimental group in the post-test.

Having calculated the mean score of the students for both pre-test and post-test, the researcher then computed the deviation and square deviation of the students' scores in the pre-test and the post-test. The researcher found that the score deviation of experimental group is 891 and the square deviation score of experimental group is 41909. On the other hand, the score deviation of control group is 168 and the square deviation score of control group is 2310. After knowing the score, the researcher calculated the mean score deviation and sum square deviation of both experimental and control groups. Where the mean score deviation in experimental group is 44.55 and the sum of square deviation score is 2214.95, while the mean score deviation of control group was 8.4 and the sum of square deviation score is 898.8.

Furthermore, the researcher needs to analyze the significant difference of both groups statistically by using the t-test formula which is proposed by Arikunto (2006) in order to gain the t-counted score. By applying the t-test formula, the researcher found that the t-counted score of this research is 12.4. In order to find out the significant difference between the value of t-counted and t-table, the researcher compared the value of t-counted with the value of t-table. The degree of freedom (df) of the table is $N_x + N_y - 2 = 20 + 20 - 2 = 38$, by applying 0.05 for two-tailed test level of significance. Because the degree of freedom 38 (df) does not exist among the critical table of distribution, the researcher calculated the t-table by using what we call interpolation formula. The value of t-table is 1.874. Hence, by looking at the data, the researcher found that the t-counted (12.4) is greater or higher than t-table (1.874). It can be concluded that the research hypothesis is totally accepted. In other words, the use of puppet can improve the seventh grade students' vocabulary mastery at SMP Negeri 19 Palu.

DISCUSSION

Based on researcher's preliminary observation at SMP Negeri 19 Palu, he found some problems about students' vocabulary. Most of the students had less vocabulary and they got difficult to memorize some English words which have already taught by their teacher, they also lacked vocabulary especially in noun and adjective, and the teacher only used conventional method which the students get boring. The researcher provided three types of test to know their vocabulary, they are matching picture, identifying, and jumble word. The researcher conducted this research at SMP Negeri 19 Palu and quasi experimental research design. The researcher used two classes of the seventh grade students through purposive sampling technique. The experimental group is VII A, while VII B as the control group

because the English teacher recommended to conduct the research at those two classes because they still have problems in vocabulary.

In conducting this research, the researcher gave pre-test to the students in both experimental and control groups in order to measure their vocabulary before starting the treatment. The standard score at the school is 65. After doing the pre-test, the researcher gave treatment for experimental group only in eight times to overcome their problems in vocabulary. Based on the result of students' pre test, there was no students get standard score.

In the treatment process, the researcher applied puppet media to the experimental group in eight times, while the researcher did not apply puppet media to the control group. The researcher found there were differences between teaching vocabulary by using puppet and without puppet. In experimental group most students are interested in studying vocabulary when the researcher applied this media in their classroom, while in control group most students got bored in the classroom because the researcher used conventional method. In other words, they should memorize and imagine the words without media. In the first treatment, the researcher introduced this media. The researcher showed the puppet to the students and introduced the word by using puppet to the students to make them understand about this media. In every meeting, the researcher performed the puppet, the researcher pronounced the words correctly and write the words on the whiteboard. This media make the students interested in following the teaching learning process. Then, the researcher asked the students to repeat the words many times and asked them to write the words on their books to improve vocabulary. At the end of the teaching learning process, the researcher gave tasks to the students. The researcher also helped the students when they got some trouble in doing the tasks and supervised the students with walking around of each student. This activity aims to find out students' understanding about the material and help them to solve their problem in vocabulary. Therefore, this media can make the students interested in following the teaching learning process, motivate the students to be active in the classroom and it can be easier to ask students to give responses and opinion. By using puppet medium, it is easy to understand, memorize, remember vocabulary and could avoid misunderstanding. After the researcher conducted the treatment, the researcher gave post-test to the experimental group and control group. The result of post-test showed that post-test of experimental group was better than post-test of control group. In experimental group, there are seventeen students get good score or more than standard score. While in control group, only two students got good score.

Concerning to the findings, the researcher compared this research with other research written by Yulian Atmaja (2012). In this research, the researcher used CAR (Classroom Action Research) as the design. The result of this research showed that the use of puppet was effective to improve students' achievement in learning vocabulary. It means that this media is effective to improve students' vocabulary, not only in CAR (Classroom Action Research) design but also in quasi-experimental design.

Based on the result of post-test in experimental group, puppet media is effective to improve students' vocabulary of seventh grade students at SMP Negeri 19 Palu. The effectiveness of puppet is proven by using t-test. The result is 12.4. It shows that, t-test is higher than t-table which is 1.874. It means that puppet media can increase students' vocabulary mastery.

CONCLUSION

Based on the data analysis of this research, the researcher concludes that the use of puppet can improve students' vocabulary mastery of seventh grade students at SMP Negeri 19 Palu. There was a significant progress of the students' ability in improving vocabulary after receiving treatment. The result shows that t-counted (12.4) is greater than t-table (1.874). It means that the research hypothesis is accepted. In conclusion, the use puppet can improve the students' vocabulary at SMP Negeri 19 Palu.

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